



## The Influence Of Communication Competency, Content Creation Competency, Security Competency And Teacher Work Competency On The Performance Of State Madrasah Ibtidaiyah Teachers In Lampung Province

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### Abstrak

Penelitian ini dilatarbelakangi penerapan literasi digital dalam menyelesaikan tugas-tugas sekolah dengan melakukan pencarian informasi pada internet dan media digital lainnya, sebagai guru pencarian di internet dan penggunaan teknologi digital sudah sangat sering dilakukan meskipun implementasi literasi digital belum sepenuhnya dimiliki oleh guru Madrasah Ibtidaiyah Negeri, guru seringkali masih kesulitan menyelesaikan tugas di sekolah. Adapun metode penelitian yang digunakan yaitu metode pendekatan deskriptif kuantitatif. Hasil penelitian ini menunjukkan bahwa hasil penilaian kinerja dapat digunakan oleh guru, kepala sekolah, dan pengawas untuk melakukan refleksi terkait dengan tugas dan fungsinya dalam rangka memberikan layanan kepada masyarakat dan meningkatkan kualitas pendidikan melalui peningkatan kinerja guru, dapat digunakan sebagai bahan evaluasi diri bagi guru sehingga mengetahui kekuatan, kelemahan, peluang dan tantangan yang dimilikinya sebagai bahan untuk mengembangkan potensi dan profil kerjanya.

**Kata Kunci:** Kompetensi Komunikasi, Kompetensi Kreasi Konten, Kompetensi Keamanan, Kompetensi Karya Guru, Kinerja Guru.

### Abstract

*This research is motivated by the application of digital literacy in completing school assignments by searching for information on the internet and other digital media. As a teacher, searches on the internet and the use of digital technology are very often carried out even though the implementation of digital literacy is not yet fully owned by State Madrasah Ibtidaiyah teachers. often still have difficulty completing assignments at school. The research method used is a quantitative descriptive approach. The results of this research indicate that the results of performance assessments can be used by teachers, school principals and supervisors to reflect on their duties and functions in order to provide services to the community and improve the quality of education through improving teacher performance, can be used as material for self-evaluation for teachers so that know their strengths, weaknesses, opportunities and challenges as material for developing their potential and performance profile.*

**Keywords:** Communication Competency, Content Creation Competency, Security Competency, Teacher Work Competency, Teacher Performance.

### Introduction

Digital media makes it easier for each user to share information with each other.

Sources of information can come from anywhere. It cannot be denied that the development of digital media is very rapid.

Society's lack of understanding and unpreparedness towards digital media results in misuse which has consequences for personal and social life. The presence of social media is part of the development of the internet. The presence of social media offers various ways to interact, communicate and socialize with very interesting supporting features. The non-profit organization, namely the Indonesian Internet Service Providers Association, stated that the results of a survey conducted by the organization stated that Indonesian internet users reached 51.8% (132.7 million people) of the 256.2 million population of Indonesia. The Indonesian population accesses the internet more via gadget devices at 47.6%, with a satisfaction level on the "very satisfied" scale of 71.1% accessing the internet via mobile devices, and 25.3% of the biggest main reasons for accessing the internet are information updates, p. This is as explained by Riana Mardina in (Nuary, 2024).

Based on the results of the 2016 APJII survey, 97.5% shared information as the highest activity on social media. In recent years, the negative impact of social media has become uncontrollable, when information is shared or created simply to increase the 'status' of the sender of the information. Information sharing activities cause more anxiety and discomfort in society. Nowadays, sharing information quickly without having to filter whether the information is true or not has become a social activity. Retnowati in (Sappaile, 2024) stated that good social media users can improve achievements. On the other hand, bad use can have a negative impact on social life. Based on research conducted by UNICEF and the Ministry of Communication and Information as quoted (Djafri, 2024).

It is estimated that internet users in Indonesia, including children and teenagers, are around 30 million. Teenagers are born and grow up with social media as part of their lives and daily lives. Currently they are very dependent on social media.

According to a social marketing agency, there are 72 million active social media users. The social media that is in great demand is Facebook. Many negative cases have emerged among social media users during the Covid-19 pandemic, for example there have been cases related to defamation, insults, bullying and the spread of hoax news which can trigger depression in people who are struggling against Covid-19. These phenomena show that internet users in Indonesia do not yet understand how to use the internet properly and correctly. On the one hand, they can access the network, but do not fully understand the consequences of using digital media. So, even though they have mastered reading and writing, internet users in Indonesia do not yet fully have digital literacy skills. The development of the digital world can give rise to two opposing sides in relation to the development of digital literacy. One of the concerns that arises is the very large number of young people who access the internet, namely approximately 70 million people.

During the period of studying from home and working from home, they spend time surfing the internet, either via cell phone, personal computer or laptop. The high internet penetration certainly worries many parties, not to mention unhealthy internet behavior, demonstrated by the spread of hoax news or information, hate speech and intolerance on social media. These things are certainly a big challenge in preparing the 21st century generation, a generation that has digital competence. The results of research reported by Mitchell Kapoor in (Rifky, 2024) show that the younger generation who have the skills to access digital media, currently have not matched their ability to use digital media for the purposes of obtaining self-development information. This indicates the decline in society's reading culture, which is still at a low level. The presence of various gadgets (gadgets) that can connect to the internet network diverts people's attention from the employee books they have. On the

other hand, the Ministry of Education and Culture in (Arif, 2024) explains that the development of digital media provides opportunities, such as increasing e-commerce business opportunities, the birth of new jobs based on digital media, and the development of literacy skills without negating print-based texts. The rapid development of the digital world that can be utilized is the emergence of the creative economy and new businesses to create jobs.

During the current Covid-19 pandemic, the development of digital media is very rapid. Education is a means of increasing knowledge and increasing experience to develop oneself into a better person. Education always changes with the times and developments. Education in the digital era is a learning and teaching process that intensively utilizes digital technology in the learning process or known as a cyber system. Ngongo et al. in (MF AK, 2021) that Digital education is a concept/way of providing lessons to students using multimedia media, including using the help of computers/notebooks, smartphones, video, audio and visuals.

This system makes learning take place consistently without being limited by space and time. Cyber systems are very closely linked to the development of information and communication technology, and influence the performance of teaching staff, especially in the three main learning activities, namely planning, process and evaluation of learning. Learning by utilizing digital devices offers many conveniences for its users. As Sawitri et al in (Supriani, 2022) wrote, with the development of digital era education, it is possible for students to gain knowledge in abundance, quickly and easily. However, this must be balanced with sufficient human resources. Teachers as educators can continue to teach and deliver material widely on air, without having to deal directly with children. Likewise, children can also take part in learning wherever and whenever, and can get extensive

information without making the teacher the only source of information.

Mahgoub stated in (Hanafiah, 2022) that in order to achieve the expected quality of education, of course what must be implemented is to improve teacher performance. Maximum teacher performance is a dream for all schools. Improving teacher skills and performance is considered a tool in improving the educational process. Faculty of education plays an important role in preparing well-trained and skilled teachers. Apart from that, Kaiming in (Ulfah, 2022) explains that good teachers are recognized for their love and attention to their students, their passion for the knowledge they teach and their support and motivation for students to achieve their best, and perhaps most importantly, their healthy personality.

Teacher performance is basically the performance carried out by teachers in carrying out their duties as educators. Teachers are the parties who often interact directly with students in the learning process in school educational institutions, and there are many things that influence teachers' performance improvements. Based on the Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, mastery of competencies and application of teacher knowledge and skills greatly determines the achievement of the quality of the learning process or student guidance, and the implementation of additional tasks that are relevant for schools/madrasas, especially for teachers. with these additional tasks (Tanjung, 2021).

The current development of digital technology must be seen by teachers as an opportunity and take advantage of it in an effort to increase students' interest in learning. Currently, almost all teachers and students have ICT supporting devices such as smartphones, laptops or PCs with easy access to the internet. Based on survey results presented on the websindo.com

channel (2019), the number of smartphones in Indonesia is greater than the population, namely around 133%, while the use of smartphones to access the internet is 60% and PCs are 22% (Nasser, 2021).

This opportunity can be used by teachers to design learning well, access interesting learning resources in the form of text, audio or video which can be used during the learning process so that the learning process is not monotonous but becomes more interesting so that students can be more interested in learning. Study. Teachers can also create their teaching materials into interesting animations or videos and share them with students so that students can access the learning materials whenever they want.

With high teacher creativity in compiling and preparing interesting teaching materials, it is hoped that students' interest in learning can increase. To be able to utilize digital technology, teachers need digital literacy skills, namely the ability in terms of knowledge and skills to use digital devices such as smartphones, PCs or laptops and be able to operate supporting applications so that they can help teachers in designing quality learning. The use of digital technology in the field of education has become an important part of developing teacher competency.

Minister of National Education Regulation no. 16 of 2007, it is explained that one of the pedagogical competencies of a teacher is being able to utilize ICT/digital devices for learning purposes. This is in line with Law No. 14 of 2005 concerning Teachers and Lecturers which mandates a teacher to be able to utilize ICT devices for the purposes of organizing learning activities for students. The presence of digital technology is not immediately accepted and used by teachers in the learning process. There are several reasons why certain groups of teachers are still technology savvy and do not take advantage of it and use it in learning activities. Setyaningrum in (Mayasari, 2021) explains that the obstacle for teachers

in using digital technology is the age factor where older teachers no longer have the motivation to learn new things. Another factor is limited time to study and lack of confidence in using digital technology for learning.

Technically, teacher performance is the teacher's activities in the learning process, namely how a teacher plans learning, carries out learning activities, and assesses learning outcomes so that the learning process runs effectively and efficiently (Rusman, 2012). Permendiknas Number 41 of 2007 explains that in general a teacher's performance can be measured from the implementation of the duties and responsibilities given to him in accordance with the provisions that have been determined (Apiyani, 2022). Therefore, teachers are required to always strive to improve their abilities and knowledge, because education is something dynamic, everything develops according to the times. Consequently, teachers must continue to learn and act as human learners with the principle of lifelong learning. In line with the mandate of Constitution Number 14 of 2005 concerning Teachers and Lecturers, a teacher in improving his performance must always try to actively increase his level of professionalism through continuous development. Professional abilities relate to the teacher's ability to communicate, interact and get along with all parties concerned with educators in particular and all levels of society in general.

With current conditions, educators are required to be able to plan the learning activity process optimally by adapting to student needs. Educator potential is a factor that can influence achieving an existing educational goal, as well as playing a major role in learning activities. Therefore, by adapting to current conditions, it is necessary to increase the competence of teachers. To increase teacher competence not only in terms of welfare, but also in terms of professionalism in carrying out their duties as educators. This is in line with Law Number 14 of 2005 which explains

that teachers are professional educators and have a big responsibility in teaching, guiding, educating, training, directing, assessing and evaluating their students. To become a professional teacher, carrying out your duties must be balanced with your competencies. In the current era, educators are faced with students who have mastered technological matters or what is called "Native Digital".

According to Kaswan in (Athik Hidayatul Ummah, 2021) communication is the act of conveying information between people regarding meaning in order to achieve a common understanding or thought. According to several expert opinions, communication is defined as conveying information to others regarding a form of someone's understanding, which can be in the form of words or expressions that aim to create the same thoughts. So it is very important for a teacher to have communication competence.

Sukardi in (Ulfah, 2019) defines content mastery services as guidance and counseling services that enable students to understand and develop good learning attitudes and habits, skills and learning materials that suit their learning speed and difficulties, as well as the demands of abilities that are useful in everyday life. day. The objectives of providing content mastery services are divided into two. First, the general goal of content mastery services is to master certain content. Mastering this content is necessary for individuals to increase insight and understanding, direct judgment and attitudes, and master certain habitual ways to meet their needs and overcome their problems. The two specific goals of mastering content can be seen first from the interest of the individual or client in learning it, and secondly from the content itself.

Security competency is an important factor in efforts to improve performance, according to Gomes in (Silaen, 2021) that a worker's performance includes the following factors: a) Individual factors,

including needs, goals, attitudes and abilities. ability, as well as b) organizational factors, including payment or salary, job security, fellow workers, supervision, praise, and the job itself.

Teachers are not just a static product, but in terms of marketing, teachers are service providers and educationally, teachers are educators who are required to be flexible in dealing with students. This is because every human being has specific uniqueness and differences. So it cannot be faced with a rigid model. This makes teachers look for new learning models, which adapt to the needs of students. Based on Ministerial Regulation Number 16 of 2009 concerning the functional positions of teachers and their credit numbers, it is explained that First Teachers (with the rank of Junior Manager class III/a) up to Main Teachers (with the rank of Main Supervisor class IV/e) are required to carry out continuous professional development activities (PKB), namely self-development, scientific publications, and/or development of innovative work.

Miskiah in (Ulfah, 2023) explains that educators will find it difficult to pursue competencies regarding data literacy and technology because they feel unable and difficult to adapt to today's sophisticated technology. However, they have to push themselves to learn as much as possible in learning and adapting to technology. Educators can improve their digital literacy competencies by attending training or seminars related to digital literacy competencies. The second is related to data and digital literacy which is very broad and dynamic. Miskiah further stated in (Fitria, 2023) that with increasingly sophisticated technology, we have to be more careful in collecting data because of the difficulty of analyzing it and the large number of sources. Therefore, you must think critically in obtaining information, look for trusted sources, and summarize the truth using various existing sources. It is a complex matter to master literacy, this is a

weakness for teachers to improve their competence. Smartphones are market leaders in software that can be touched by the wider community and have a role in creating digital technology. Smartphone products and their variations vary greatly, as does the very fast development of hardware technology.

Digital literacy often collides with the availability of MIN's resources. The geographical situation of the school which makes the affordability of internet signals and teachers' abilities in digital literacy become one of the obstacles in accelerating the implementation of digital literacy. The application of digital literacy in completing school assignments by searching for information on the internet and other digital media, as a teacher searching on the internet and using digital technology is very often done even though the implementation of digital literacy is not yet fully owned by MIN teachers, teachers often still have difficulty completing assignments at school. So it is necessary to discuss further the influence of digital literacy competency on the performance of MIN teachers in Lampung Province. Based on this background, the research objectives are: Analyzing the influence of information capabilities on teacher performance, analyzing the influence of content creation capabilities on teacher performance, analyzing the influence of security capabilities on teacher performance and analyzing the influence of security capabilities, competence, information and content creation together the same for teacher performance.

## Methodology

The research method used is a descriptive method with a quantitative approach. According to (Arifudin, 2022) this descriptive method involves collecting data to test hypotheses or answer questions about people's opinions on an issue or topic. This type of research is explanatory research, where the research aims to explain

the influence or relationship between Communication Competence, Content Creation Competency, Security Competency and Teacher Work Competence on Teacher Performance.

Sutanto Leo in (Arifudin, 2023) explains that quantitative research is research that is based on collecting and analyzing data in the form of numbers (numerics) to explain, predict and control phenomena of interest. Meanwhile, according to (Arifudin, 2024), quantitative research emphasizes analysis on numerical data processed using statistical methods. With quantitative methods, the significance of the relationship between variables will be obtained. Determination of the sample using the Cluster Proportional random sampling technique, data processing using SPSS computers by testing data validity, instrument reliability, normality and linearity tests, using regression equations, partial hypothesis testing with the t test and F test.

Data collection techniques are the most strategic step in research, because the main aim of research is to obtain data (Ramli, 2024). Without knowing data collection techniques, researchers will not get data that meets the specified data standards. The techniques used in this research are interviews, documentation and questionnaires. The data processing technique used begins with coding each questionnaire answer to respondents who are MIN teachers in 4 districts of Lampung Province, where according to Lampung.kemenag.go.id there are 12 schools. Each school selected 3 teachers, for a total of 36 people. The research uses a Likert scale with five answer criteria as proposed by Suherman in (Ningsih, 2024), namely: strongly agree (SS), agree (S), doubtful (R), disagree (TS), strongly disagree (STS).

The interview technique in this research is a structured interview, namely interviews conducted using various standard guidelines that have been established, questions are arranged

according to information needs and each question is needed to reveal any empirical data (Hoerudin, 2023).

Documentation is a technique for collecting data through existing documents or written notes (Haris, 2023). Documentation comes from the word document, which means written items. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes and diaries. According to Moleong in (Sanulita, 2024) the documentation method is a way of collecting information or data through examining archives and documents.

Sugiyono was quoted as saying (Rohimah, 2024) that a questionnaire is a data collection technique which is carried out by giving a set of questions or written statements to respondents to answer. In this research, the author used a questionnaire to seek data directly from members taken as samples.

Muhadjir in (Fitria, 2020) states that data analysis is the activity of carrying out, searching for and compiling records of findings systematically through observations and interviews so that researchers focus on the research they are studying. After that, make the findings material for other people, edit, classify and present it. The data analysis technique used consists of 3 stages; instrument testing, assumption testing and research data processing. The instrument test consists of a validity test and a reliability test, the assumption test uses a normality test, linearity test and heteroscedasticity test. Meanwhile, data processing uses multivariate statistical methods consisting of; multiple era regression, correlation test, coefficient of determination and testing hypotheses. Where the hypothesis partially uses the t test and simultaneously uses the F test. The hypothesis testing is as follows:

H1 = There is an influence between Communication Competence on Teacher Performance

H2 = There is an influence between Content Creation Competency on Teacher Performance

H3 = There is an influence between Security Competency on Teacher Performance

H4 = There is an influence between Teacher Work Competence on Teacher Performance

H5 = There is an influence between X1, X2, X3 and X4 simultaneously on Teacher Performance.

## Findings and Discussions

In 4 districts in Lampung province, the research object focused on digital literacy competency; Communication Competency (X1), Content Creation Competency (X2), Security Competency (X3) and Teacher Work Competency (X4). Specific discussion tests the competency variables of teachers who teach at MIN in Lampung Province. The discussion that will be carried out is related to the competency aspect for acquiring competency by carrying out a special assessment. To measure students' digital literacy levels, researchers adopted the DIGICOMP framework developed by the European Commission.

Based on the results of the tests that have been carried out, it can be seen that the 20 question items from variables X1,

The results of the tests that have been carried out can be seen from the results of the reliability test for variables X1, X2, X3,

In the results of the data normality test, the Asymp value was obtained. Sig. (2-tailed) is 0.206. Because the significance value is greater than 0.05 ( $0.206 > 0.05$ ) and the researcher collected the data normally. In the results of the variance inflation factor (VIF) of all variables, namely, X1, 0.1 and less than 10. Therefore, it can be concluded that in this study there were no symptoms of multicollinearity.

The Park test is carried out by regressing the independent variable against

the natural logarithm of the square of the residual value. If there is a significant effect, it means there is heteroscedasticity interference.

Based on data processing, it is clear that all available significance values are  $> 0.05$ , which means it can be concluded that there is no heteroscedasticity interference in the research model.

Hypothesis Testing Hypothesis testing in research aims to prove the influence of Communication Competency, Content Creation Competency, Security Competency and Teacher Work Competency on teacher performance. The following are the results of multiple regression analysis carried out using the SPSS 22 for Windows program.

From the results of the regression analysis, it can be seen that the multiple regression equation is as follows:  $Y = 14,548 + 0.473X_1 + 0.550X_2 + 0.267X_3 + 0.401X_4 + e$  Based on this equation, it can be explained as follows: a. A constant value of 15.637 can be interpreted as if the variables Communication Competence, Content Creation Competency, Security Competency and Teacher Work Competency have increased, then the Teacher Performance variable will be 14.548.

The beta coefficient value for variable  $X_1$  is 0.473, meaning that every change in variable  $X_1$  will result in a change in  $Y$ , while other variables are considered constant. An increase in variable  $X_1$  will increase  $Y$ , whereas a decrease in variable  $X_1$  will decrease  $Y$ .

The beta coefficient value for variable  $X_2$  is 0.550, meaning that every change in variable  $X_2$  will result in a change in  $Y$ , while other variables are considered constant. An increase in variable  $X_2$  will increase  $Y$ , whereas a decrease in variable  $X_2$  will decrease  $Y$ .

The beta coefficient value for variable  $X_3$  is 0.267, meaning that every change in variable  $X_3$  will result in a change in  $Y$ , while other variables are considered constant. An increase in variable  $X_3$  will

increase  $Y$ , whereas a decrease in variable  $X_3$  will decrease  $Y$ .

The beta coefficient value for variable  $X_4$  is 0.401, meaning that every change in variable  $X_4$  will result in a change in  $Y$ , while other variables are considered constant. An increase in variable  $X_4$  will increase, whereas a decrease in variable  $X_4$  will decrease  $Y$ .

Furthermore, to find out whether the hypothesis proposed in this research is accepted or rejected, hypothesis testing will be carried out using the t test and F test. T test (partially) The t test is a test to show the partial significance of the influence of the independent variables in the model on dependent variables. This is intended to find out how far the influence of one independent variable explains the variation in the dependent variable.

1. The Influence of Communication Competence on Teacher Performance. There is a significance value smaller than 0.05 ( $\text{sig} < 0.05$ ). And the regression coefficient has a positive value of 0.473; So the hypothesis which states that there is a positive influence of Communication Competence on Lecturer Performance is accepted.
2. The influence of content creation competency on teacher performance, the statistical results of the t test for variable And the regression coefficient has a positive value of 0.550; then the hypothesis which states that "There is a positive influence of content creation competence on teacher performance" is accepted.
3. The Influence of Security Competency on Teacher Performance. The statistical results of the t test for variable And the regression coefficient has a positive value of 0.267; then the hypothesis which states that Security Competence on Teacher Performance is accepted.
4. The Influence of Teacher Work Competence on Teacher Performance. The statistical results of the t test for



variable X4 obtained a significance value of 0.002, which is smaller than 0.05 ( $0.000 < 0.05$ ). And the regression coefficient has a positive value of 0.401; then the hypothesis which states that "There is a positive influence of Teacher Work Competence on Teacher Performance is accepted.

F Test Multiple regression analysis using the F (Fisher) test aims to determine the influence of all variables which include: Communication Competency, Content Creation Competency, Security Competency and Teacher Work Competency together on Teacher Performance in state MI in Lampung Province. If the significance value is smaller than 0.05. If the significance value is smaller than 0.05 ( $\text{sig} < 0.05$ ) then the regression model is statistically significant. From the test results, the calculated F value was 10,678 with a significance of 0.000. Because the significance value is smaller than 0.05, it can be concluded that the hypothesis which states "There is an influence of Communication Competency, Content Creation Competency, Security Competency and Teacher Work Competency together on Teacher Performance at MI in Lampung Province" is accepted.

The coefficient of determination is a tool to measure the magnitude of the influence of the independent variable on the dependent variable. The magnitude of the coefficient of determination ranges from 0 to 1, the greater the coefficient of determination is closer to 1, the greater the influence of the independent variable on the dependent variable. The results of the Adjusted R<sup>2</sup> test in this study obtained a value of 0.675 or 67.5%. This shows that 67.5% of MI Teacher Performance in Lampung Province is influenced by Communication Competency, Content Creation Competency, Security Competency and Teacher Work Competency. Meanwhile, the remaining

32.5% is influenced by other variables outside the variables studied.

### Conclusion

The results of the performance assessment can be used by teachers, school principals and supervisors to reflect on their duties and functions in order to provide services to the community and improve the quality of education through improving teacher performance. It can be used as self-evaluation material for teachers so they know their strengths, weaknesses, the opportunities and challenges it has as material for developing its potential and performance profile. The purpose of assessing the performance of school principals is to obtain data regarding the implementation of the principal's main duties, functions and responsibilities in carrying out managerial and supervisory functions at the school he leads. In assessing current teacher performance, the variables should prioritize Communication Competency, Content Creation Competency, Security Competency and Teacher Work Competency, where these four variables greatly influence Teacher Performance. Apart from that, to improve teacher performance, government support is also needed for policy aspects. The government is expected to pay more attention to the needs and fate of teachers, so that teachers are more enthusiastic in carrying out their profession and improve their performance in order to achieve national education goals.

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